Sociology: 424/524: Graduate Seminar in Race and Ethnicity

Interrogating Race and Ethnicity as Social Constructions

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Class Time
T: 1:00-4:00pm[1]
Location: 562 Sewall

Course Overview. Consider the above photos. Both are from recent issues of National Geographic focused on race and ethnicity in the United States. The picture on the left appeared in an issue detailing what the "average American" will look like in 2050 (National Geographic, 2014)[2]. While racial groups are thought of as physically distinctive, readers pondered the ways individuals who may be understood as members of different racial categories can share similar physical features. The picture on the right was central to an issue titled, "The Race Issue" (National Geographic, 2018)[3] where readers learn that these two are in fact twins, with one White and one Black parent. They were featured as teen agers who were wrestling with the ways the life experiences (i.e. exposure to racial bias) was considerably different between them. The underlying theme was that race is not the clear divider of human difference many believe it is, but still has huge bearing on life circumstances.

We will wrestle with these issues as well as a more fundamental question. What do we mean when we use the term "race" and is it *real?* Why do we persistently *need* to label racially, especially if we are increasingly incorrect? Finally, what does this mean for efforts to measure or capture racial realities and how race differ from ethnicity? While traditionally, race has been defined in terms of physical signatures (e.g., skin color) and ethnicity denotes cultural traits (e.g., national origin, language), issues of ethnicity often conflated with race raising similar questions about the distinctions between groups.

The lack of a straight forward answer to any of the above questions point to one of the core theories of race and ethnicity in the discipline of sociology – that both concepts are social constructions- that is not merely

[1] In an effort to ensure that students will be able to attend the Sociology department's colloquium series, several classes will begin at 1:30 with class closing at 4:30pm. They are noted in the syllabus.
[2] http://thehigherlearning.com/2014/04/13/national-geographic-predicted-what-americans-will-look-like-2050/
[3] https://www.nationalgeographic.com/magazine/2018/04/race-twins-black-white-biggs/

"given" but built by rules that our society puts in place. This course puts this premise under a microscope through readings and class discussion. My goal as your professor is to do the following…

(1) To familiarize students with the theoretical and empirical foundations of the notion of socially constructed race and ethnic categories. What are the social mechanics in place that generate how we see or understand racial groups? As we will see, race and ethnic meanings are generated at many levels – among individuals (how does one identify their race and ethnicity), in interactions (what does we see or understand about the race/ethnic categories of those around us), and at the level of institutions (how do larger scale political, cultural, and social institutions apply racial meanings in policies?)

(2) To familiarize students with various methodological approaches employed to interrogate racial and ethnic groups as social constructs as well as exploring the debates on how to capture or measure racial realities.

(3) To allow students to think about how to critique and extend these arguments. As graduate students or senior undergraduates or, you are transitioning from being a consumer of sociological information to being a producer of this information. Students will have an opportunity to apply their own extensions to the questions we engage.

Course Requirements

Reading: This course is reading intensive. Each week, we will be reading multiple articles as well as books to prepare us for class discussion. Below are the books required for the semester.

Required Books

- Lacy, Karyn R. 2007. *Blue-Chip Black: Race, Class, and Status in the New Black Middle Class*. Berkeley: University of California Press.
- Mora, G. Christina. 2014. Making Hispanics: How Activists, Buearacts & Media Constructed a New American. University of Chicago Press.
- Morning, Ann. 2011. The Nature of Race: How Scientists Think and Teach about Human Difference. University of California Press.
- Roth, Wendy 2012. *Rae Migrations: Latinos and the Cultural Transformation of Race*. Stanford University Press.

In addition, you are expected to read articles that are available online at the Canvas website. They can be found under "Files" in folders indexed by each week as well as in the modules.

Your course grade will be determined on the basis of the following

1. Attendance and Participation **20%**

Because the value of a seminar course depends on the student's preparedness and willingness to discuss ideas presented in the texts, a portion of the grade will be based on attendance and participation.

Missing more than 1 class meeting will directly affect your grade: for each additional class missed as an unexcused absence, your grade on this portion of the course will be lowered a full letter grade.

Participation will be judged based on the level of your contributions—are you engaging the material, asking questions, being in dialogue with the readings and the class? These are the questions I will ask in grading participation.

2. Weekly Facebook Posts[4] 20%

These are short (no more than 500 words) written responses to the reading for each week that will be posted on the course website. The goal of this exercise is to get you in the habit of writing as a natural accompaniment to critical, reflective reading. It is also meant to ensure that everyone comes to class prepared for a critical discussion. The posts should not summarize the weeks reading, bur critically engage it by conveying your reaction. Here are questions you should ask yourself prior to writing your reaction post.

(1) What do you see as the central issue that is at stake in these readings?
(2) What, if any, are the points of agreement on this issue?
(3) What are the core disagreements?
(4) If you had to take a position of the central issues you have identified, what would that position be and why?

Facebook posts should be posted on the class Facebook page by Midnight on Sunday before class. On Monday, your task is to read the class posts and provide one reaction to at least one student post.

Make your posts engaging! Feel free to include links to other work that you find taps this issue (e.g. news or magazine articles, posts from blogs, or even pictures.) Also, free to include personal reflections if you are comfortable.

Posts will be graded on a 5 point scale, but will not be evaluated for content as carefully as papers and exams; however I will scan them for content, style, and care. Slip shod or sloppy posts will be given grades of 1 or 2. Posts that conveys only a summary of the arguments will receive a 3. Posts that demonstrate a clear engagement with the material, asking questions that are not answerable in the body of the work, will receive a 4 or 5. Failing to turn this in on time will result in a 0. Not providing at least one reaction post will result in a one point deduction.

3. Class Leading, or "Pretend you are teaching a class" 15%

Each student will be responsible to lead class discussion during the latter halves of the class session by exploring a creative application of either the week's theme or a topic explored in a particular piece. Central to this task is showing off your ability to translate what we have talked about to a wider, non-specialist, audience – like an undergraduate classroom.

This will by providing a creative application of the week's reading. This can be done by identifying an event (pass or present, fictional or non-fiction) that demonstrates the debate or concept presented in the week's reading and guide a discussion on that topic. Students will be graded on **organization, creativity, and grasp**. All students must have a visual aid of some sort, power point is certainly fine, but a handout is great as well (or both). This should be turned in to me by uploading it to Canvas.

4. Semester Paper Project: "What does Race or Ethnicity Mean?" 25%

Your task is to move the conversation forward by identifying a topic that allows a window into the meaning of race or ethnicity and/or how it operates. This could be done in several ways - identifying a component of our social world that teaches us race or ethnicity, exploring a current debate, exploring how

[4] This exercise and the text were used in Professor Mara Loveman's Researching Race: Current Questions and Controversies, taught at University of Wisconsin.

groups are racialized (e.g. are there groups that we think of as racial minorities today that were not designated as such previously?), capturing what is means to be a member of a racialized group, or even proposing how racial divisions will look in the future. You may look in-depth at a particular topic covered in class or identify a new topic that should be covered.

The Semester Project will adopt of the following approaches.

Critical Literature Review: Do an in-depth analysis of a topic. This is a critical literature review (i.e. not merely a summary) so you are using literature to make an argument. The journal *Annual Review of Sociology* provides many excellent examples of literature reviews, as do the readings in this class. Annual Reviews are far more thorough than what is required here, but its' an example of how to critically synthesize work. The paper must include at least 20 sources.

Page Limit: 20 pages, including references (roughly 16 pages of text maximum).

Research Proposal: Make your mark by proposing a way to extend the literature through conducting a study that tests a question. This question must be motivated by issues discussed in the course and represent a way to test a premise creatively. As a proposal, your task is to outline the topic and significance, background literature (at least 15 sources), and your proposed approach to address the question.

While your training in this course covers the substantive issues, students who take this on will be graded on the quality of their methods approach. The level of methodological complexity does not have to be high, but you should be able to defend the broad methods approach- answering the questions of what type of data or analysis approach is being used and why.

Page Limit: 20 pages, including references (roughly 16 pages of text maximum).

Empirical Test: Further your impact by presenting an empirical test of a question. Final papers should be fashioned after a peer-reviewed manuscript. This should only be taken up by students who have methods training and data ready to go. Similar to the proposal, your contribution will be evaluated for this methodological fit with the question.

Page Limit: 25 pages of text that includes title page, abstract. Does not include tables, reference section.

Components of Semester Project: To ensure progress on your project, there are several assignments that will allow you to continue to work throughout the semester.

Component	Due Date	Grading
Topic Proposal 1- ½ page description of paper with at least 5 references cited. Include reference section on separate page	9/11/2018	5 %
Annotated bibliography Full Reference list with full bibliographic reference and an entry that summarizes the work and its tie to your project. (no more than 5 sentences)	10/162018	20%

Draft One Once your topic is set, you will be assigned a peer review partner who will read and provide feedback on your work (and you will do the same for their work)	11/13/2018 – Draft is due to peer 11/20/2018 – Peer reviewed drafts are returned with feedback **Please upload first draft with peer-review to Canvas ***Peer review instructions will be provided in class	20%
Presentation Craft a 10-12 presentation in power point that profiles your work to be presented to class	11/27/2018	20%
Final Paper	12/5/2018	35%

"Hybrid papers" : Some students may attempt to use a paper from this class to fulfill a requirement from another class. This is only acceptable under the following conditions a) that the paper topic truly meets the requirements of both classes, and b) that both faculty are informed and agree that this approach is appropriate. Please know that in such cases, both professors will expect more from the paper than if you were writing two separate papers. *If you intend to go this route, please talk to me so we can work out the details.*

5. Mid-Term Examination **20 %**

You will have 2 hours to answer one essay question. This exam is meant for you to demonstrate your ability to integrate the knowledge from the readings during the semester and so use each week as an opportunity to prepare for them. The mid-term will be distributed on October 2nd and cover the material from the first 6 weeks of class (i.e., Blue Chip Black is not included). You will find a two-hour time period during that week to complete your examination and upload it to Canvas.

For Students with Disabilities/ Special Circumstances: Any student with a documented disability or issue needing academic adjustments or any type of accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities will need to also contact Disability Support Services in Allen Center. Please see https://drc.rice.edu/ for details.

Academic Honesty / Plagiarism: Students are expected to abide by the Rice Honor System (http://honor.rice.edu/). I will not tolerate plagiarism of any sort on any of your submitted materials. Working with fellow classmates is expected and encouraged however, you will be expected to do your own work. Please see the "Writing Rules" at the end of the syllabus to see how this applies to your written work. When in doubt about what constitutes academic dishonesty, please ask! Ignorance of this policy is not an acceptable excuse for noncompliance. If I find evidence of plagiarism of any sort, the student will be referred immediately to honor council.

READING LIST

***Week 1.* August 21: Introduction and Welcome to Class**

Readings:

- Alba, Richard. 2018. There's a big problem with how the census measures race. Washington Post.
- Morning, Ann. 2005. "Race" *Contexts* 44-46
- "American Anthropological Association Statement on Race" (found at virgina.edu)[5]
- Garcia-Navaroo, Lulu. "For Affirmative Action, Brazil Sets Up Controversial Boards To Determine Race" *National Public Radio*

*Both can be downloaded by Canvas. For the NPR piece, the audio file can also be accessed online.

***Week 2.* August 28th: Race & Ethnicity are Socially Constructed? Theoretical Foundations**

Readings:

- Cornell, Stephan and Douglass Hartman. 2007. "Puzzles of Ethnicity and Race", "Mapping the Terrain: Definitions" Pp 1-38 in *Ethnicity and Race: Making Identities in a Changing World, 2nd edition* Pine Forge Press.
- Nagel, Joane. 1994. "Constructing Ethnicity: Creating and Recreating Ethnic Identity and Culture." Social Problems 41(4):152-176.
- Omi, Michael, and Howard Winant. 1994. "Racial Formation." Pp. 53-76 in *Racial Formation in the United States: From the 1960s to the 1990s*. New York: Routledge.
- Lopez Ian Haney. 1994. White by Law: The Legal Construction of Race Chapters 1, 2, and 4 (Please note these are uploaded as two separate files on Canvas)

***Week 3.* September 4: Historical Foundations of Race and Ethnicity: The Backstory of how Racial Categories become real (Class starts at 1:30, ends at 4:30pm)**

Readings:

- Smedley, Audrey. 2007. "The Etymology of the Term 'Race.'" Pp. 37-41 in *Race in North America: Origin and Evolution of a Worldview*. 3rd ed. Boulder, CO: Westview Press.

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[5] The statement was found at the URL
http://www.virginia.edu/woodson/courses/aas102%20(spring%2001)/articles/aaa_race.html
The following statement describes the authorship of the AAAS statement. Commissioned by the Executive Board of the American Anthropological Association, a position paper on race was authored by Audrey Smedley (Race in North America: Origin and Evolution of a Worldview, 1993) and thrice reviewed by a working group of prominent anthropologists: George Armelagos, Michael Blakey, C. Loring Brace, Alan Goodman, Faye Harrison, Jonathan Marks, Yolanda Moses, and Carol Mukhopadhyay. A draft of the current paper was published in the September 1997 Anthropology Newsletter and posted ont the AAA website http://www.aaanet.org for a number of months, and member comments were requested. While Smedley assumed authorship of the final draft, she received comments not only from the working group but also from the AAA membership and other interested readers. The paper above was adopted by the AAA Executive Board on May 17, 1998, as an official statement of AAA's position on "race."

- ❖ Smedley, Audrey. 1998. " 'Race' and the Construction of Human Identity" *American Anthropologist* 100 (3): 690-702.
- ❖ DeGenova, Nicholas (Ed.). 2006. "Introduction: Latino and Asian Racial Formations at the Frontiers of U.S. Nationalism." Pp. 1-20 in *Racial Transformations: Latinos and Asians Remaking the United States*. Durham, NC: Duke University Press.
- ❖ Davis, F. James. 1991. *Who is Black: One Nations Definition* pp. 1-50.
- ❖ Loveman, Mara. 2007. *National Colors: Racial Classification and the State in Latin America*, Chapter 2 (focus on "Counting Heads, Constituting Difference", and "Ruling with Racial Categories"

Week 4. **September 11**: **What does it mean to be Ethnic? (Class starts at 1:30, ends at 4:30pm)**

Readings:

- Waters, Mary C. 1990. *Ethnic Options: Choosing Identities in America*. Berkeley, CA: University of California Press. Introduction pp1-16, "Influences on Ancestry Choice" (pp. 52-89) and "The Costs of a Costless Community" (pp. 147-168) **Note, these are three separate files on Canvas
- Okamoto, Dina G. 2006. "Toward a Theory of Panethnicity: Explaining Asian American Collective Action." *American Sociological Review* 68:811-842.
- Jiménez, Tomás R. 2008. Mexican Immigrant Replenishment and the Continuing Significance of Ethnicity and Race. *American Journal of Sociology* 113: 1527-67
- Smith, Robert C. 2014. "Black Mexicans, Conjunctural Ethnicity, and Operating Identities Long-Term Ethnographic Analysis" *American Sociological Review*. Vol. 79(3): 517–548,

Recommended not required

- Gans, Herbert. 1979. "Symbolic Ethnicity: The Future of Ethnic Groups and Cultures in America." *Ethnic and Racial Studies* 2:1-19.

Week 5. **September 18**: **Racialization and Racial Inequality(Class starts at 1:30, ends at 4:30pm)**

Readings:

- Glenn, Elizabeth. 2018. "Compounding Inequalities: How Racial Stereotypes and Discrimination Accumulate across the Stages of Housing Exchange" American Sociological Review. Vol. 83(4) 627–656
- Lewis, Valerie A., Michael O. Emerson, and Stephen L. Klineberg. 2011. "Who We'll Live With: Neighborhood Racial Composition Preferences of Whites, Blacks and Latinos." Social Forces 89(4):1385–1408.
- Massey, Douglas S., Jacob S. Rugh, Justin P. Steil, and Len Albright. 2016. "Riding the Stagecoach to Hell: A Qualitative Analysis of Racial Discrimination in Mortgage Lending." City & Community 15(2):118– 36.

Professor Glenn will be visiting class. Please come prepared with questions

Week 6. **September 25th: Betwixt and Between: Multiracial Identity and Identification**

Readings:

- Bratter, Jenifer and Heather O'Connell. 2017. "Multiracial Identities, Single Race History: Contemporary Consequences of Historical Race and Marriage Laws for Racial Classification." *Social Science Research* 68: 102-116.

- Khanna, Nikki and Cathryn Johnson. 2010. "Passing as Black: Racial Identity Work among Biracial Americans" *Social Psychology Quarterly* 73 (4): 380-397

- Davenport. Lauren. 2016, The Role of Gender, Class, and Religion in Biracial Americans' Racial Labeling Decisions *American Sociological Review* 81(1) :57 – 84

- Alba, Richard, Brenden Beck, and Duygu Basaran Sahi. 2018. "The Rise of Mixed Parentage: A Sociological and Demographic Phenomenon to Be Reckoned With" *The ANNALS of the American Academy of Political and Social Science* 677 (1) : 26-38.

- Licther, Daniel T. and Zhenchao Qian. 2018."Boundary Blurring? Racial Identification among the Children of Interracial Couples" *The ANNALS of the American Academy of Political and Social Science* 677 (1) : 81 – 94.

- Deaux, Kay. 2018. Ethnic/Racial Identity: Fuzzy Categories and Shifting Positions. *The ANNALS of the American Academy of Political and Social Science* 677 (1) :39-47.
  Harris, David R., and Jeremiah Joseph Sim. "Who Is Multiracial? Assessing the Complexity of Lived Race." *American Sociological Review* 67, no. 4 (2002): 614-27. http://www.jstor.org/stable/3088948.

Week 7. **October 2nd: Intersecting Racial Identities: Race, Class, and Place for the Black Middle Class**

Readings:

- Lacy, Karyn R. 2007. *Blue-Chip Black: Race, Class, and Status in the New Black Middle Class*. Berkeley: University of California Press.

Midterm is distributed

Week 8. **October 9th: Racial Difference as Physical Difference? Phenotype, Color, and Seeing Racial Meanings**

- Monk, Ellis. 2016. "The Consequences of 'Race and Color' in Brazil" ***Social Problems***.
- Telles, Edward, and Tianna Paschel. "Who Is Black, White, or Mixed Race? How Skin Color, Status, and Nation Shape Racial Classification in Latin America." *American Journal of Sociology*120, no. 3 (2014): 864-907. doi:10.1086/679252.

- Feliciano, Cynthia. 2016. "Shades of Race: How Phenotype and Observer Characteristics Shape Racial Classification". *American Behavioral Scientists* 60 (4): 390 – 419 https://doi.org/10.1177/0002764215613401
- Monk, Ellis. 2014. "Skin Tone Stratification among Black Americans, 2001-2003". ***Social Forces***.
- Roth, Wendy D. "Racial Mismatch: The Divergence Between Form and Function in Data for Monitoring Racial Discrimination of Hispanics." *Social Science Quarterly* 91, no. 5 (2010): 1288-311. http://www.jstor.org/stable/42956461
- Saperstien, Aliya, Andrew Penner, and Jessica Kizer. 2014. "The Criminal Justice System and the Racialization of Perceptions" American Academy of Political and Social Science 651: 104-121

Additional Recommended Readings:

- Flores, René, and Edward Telles. 2012. "Social Stratification in Mexico: Disentangling Color, Ethnicity, and Class." *American Sociological Review* 77(3):486-494.
- Gullickson, Aaron 2005. "The Significance of Color Declines: A Re-Analysis of Skin Tone Differentials in Post-Civil Rights America." Social Forces 84(1): 157-180.
- Lynn, Richard. 2008. "Pigmentocracy: Racial Hierarchies in the Caribbean and Latin America." *The Occidental Quarterly* 8(2): 25-44.
- Villarreal, Andrés. 2010. "Stratification by Skin Color in Contemporary Mexico." *American Sociological Review* 75(5):652-678.

Midterm Due

Week 9. **October 16th: Trans-national understandings of Race and Ethnicity**

Readings

- Roth, Wendy 2012. *Rae Migrations: Latinos and the Cultural Transformation of Race*. Stanford University Press

Week 10. **October 23rd : The Politics of Creating Racial categories : Creating "Asian" in the US and "Black" in Brazil**

Readings:

- Okamoto, Dina. *Redefining Race: Asian American Panethnicity and Shifting Ethnic Boundaries*. Chapters 1,2, and 4
- Telles, Edward and Marcelo Paixão "Affirmative Action in Brazil" LASA Forum
- Stanley R. Bailey, "Unmixing for Race Making in Brazil," American Journal of Sociology 114 (3) : 577-614.
- Francis-Tan, Andrew and Maria Tannuri-Pianto 2014. "Inside the black box: affirmative action and the social construction of race in Brazil". *Ethnic and Racial Studies* 38 (15): 2771–2790,

Week 11. **October 30th:**

Readings:

- Mora. G. Christina. 2014. Making Hispanics: How Activists, Bureaucrats & Media Constructed a New American. University of Chicago Press

Week 12. **November 6th: Is Race *Biological?* Considering the role of genes in racial classification and racial identities.**

Readings:

- Roth, Wendy and Biorn Ivemark. 2018**.** "Genetic Options: The Impact of Genetic Ancestry Testing on Consumers' Racial and Ethnic Identities," American Journal of Sociology 124, no. 1 (July 2018): 150-184
- "Opinion: How to Not Talk about Race and Genetics" Buzz Feed News, Science Justice Research Center. Open Letter from 67 scientists
- Nelson, Alondra. 2008. "Bio Science: Genetic Genealogy Testing and the Pursuit of African Ancestry" Social Studies of Science, Vol. 38 (5): 759-783
- Guo, Guang, Yilan Fu, Hedwig Lee, Tianji Cai, Kathleen Mullan Harris, and Yi Li. "Genetic Bio-Ancestry and Social Construction of Racial Classification in Social Surveys in the Contemporary United States."2014. *Demography* 51 (1): 141-72. http://www.jstor.org/stable/42919992.
- Frank, Reanne. "The Molecular Reinscription of Race: A Comment on "Genetic Bio-Ancestry and Social Construction of Racial Classification in Social Surveys in the Contemporary United States".2014. *Demography* 51 (6): 2333-336. http://www.jstor.org/stable/43697507.
- Phelan, Jo c. Bruce Link, and Naumi M. Feldman. 2013. The Genomic Revolution and Beliefs about Essential Racial Differences: A Backdoor to Eugenics? *American sociological Review* 78(2)167-191

Recommended Reading

- Nelson, Alondra. 2016. *The Social Life of DNA: Race, Reparations, and Reconciliation after the Genome* Chapter 1 & 4.
- Bolnick, Deborah A. et al 2007. "The Science and Business of Genetic Ancestry Testing" Policy Forum: Science 318 pp 399-400

Week 13. **November 13th Are Races Scientific Categories? What Science teaches us about Racial Categories**

Readings:

- Morning, Ann. 2011. The Nature of Race: How Scientists Think and Teach about Human Difference. University of California Press

Week 14. **Class Cancelled- Happy Thanksgiving!!**

Week 15. **November 27th: The Future of the Social Construction of Race:**

Presentations on Term Papers

- Please read paper drafts of students

*****FINAL PAPER DUE: Dec. 5th *****

Citation Rules for Sociology Classes:
All students are required to follow ASA rules for format and style when writing papers for sociology classes. Below we give examples for both in-text citations and the bibliography page. If you have any questions, please ask -- or you can Google "ASA style guide" to find links to several on-line postings that provide additional detail on rules for citing. Fondren library has also posted this guide on its sociology page:

http://libguides.rice.edu/content.php?pid=39852&sid=292401

The also have a more general "Research A-Z" page that has good information on the research process, including academic integrity and plagiarism, how to find source material, etc.:

http://libguides.rice.edu/researchAZ

A. In-text citations

You must cite the original author if you pull in either exact phrases or sentences, or if you use essentially the same ideas, concepts, or research findings -- even if paraphrasing. That is, even if you rewrite the author's words, you must still cite the original author as the source of the ideas.

- When referencing work in the body of a paper, you must always include (a) the author name, and (b) the year of publication. Example:

  In her study of men in "women's professions," Williams (1995) demonstrates that men are not disadvantaged by their gender minority status in the same way that women often are in predominantly male workplaces.

- You can also cite multiple authors who draw on the same ideas, who have similar findings on a similar topic. Example:

  Men in "women's professions" often feel their masculinity is called into question by outsiders (Williams 1995; Cross and Bagilhole 2002).

- Whenever you draw on a new idea, concept, or finding, you must use internal citations with author's names and years of publications. However, if you are discussing the same article or author in a series of sentences, you only need to provide a citation the first time. Example:

  Miller (1997) demonstrates how the military men in her study engage in gender harassment of their women superiors. She illustrates several forms of this gender harassment, including foot-dragging and rumor spreading.

  Note: In the second sentence, there is no citation for the year, as you provided it in the previous sentence. However, if you discuss Miller later in the paper, you will provide the year again to make clear you are discussing the same article.

- When quoting directly, you must also include the page(s) the quote is found on, and enclose the quote in parentheses. Example:

  According to Tran (2002:34), the "way of the way is the way."

- For citations with four or more authors, use "et al." rather than list all author names in-text. Example:

  Research has documented elevated infant mortality rates among children born to teenage mothers (Jackson et al. 1992).

- Do not use titles of books and articles in your paper, or the author's first name. Rather, use the author's last name and internal citations to give the year of the publication. Example:

  INSTEAD of: *Virginia Valian, in her 1999 book Why So Slow: The Advancement of Women, shows that women in professional occupations often advance more slowly than their men counterparts.*

  USE: *Valian (1999) shows that women in professional occupations often advance more slowly than their men counterparts.*

- Common mistakes you should take care to avoid:

  ✓ In all of these examples listed above, the period comes AFTER the parentheses, NOT before it. Please remember that the author citation is part of the sentence, so it should be listed before you end the sentence with a period.

  ✓ Many students use too many direct quotes from a book or journal article. Quotes should be used very sparingly, while paraphrasing from the text should be the norm.

B. Bibliography page

A bibliography page lists all sources cited in the paper. The page should follow the basic format of author, year of publication, title of publication, publisher, and if an article, the volume and page numbers. Here are some examples from a sample reference page:

Anderson, Maya. 1978. *Ever Heard of Hip Hop?* New York: Oxford University Press.

Brown, Susan, Amy L. Anderson, and Scott Jones. 2007. "Cohabitation in the United States." *Journal of Marriage and the Family* 32(3):111-125.

Centers for Disease Control and Prevention. 2006. "Cigarette Use Among High School Students – United States, 1991-2005." *Morbidity and Mortality Weekly Reports* 55:724-726.

Cleary, Paul D., Lawrence B. Zaborski, and John Z. Ayanian. 2004. "Sex Differences in Health over the Course of Midlife." Pp. 37-63 in *How Healthy Are We? A National Study of Well-being in Midlife,* edited by O.G. Brim, C.D. Ryff, and R.C. Kessler. Chicago: University of Chicago Press.

**Note that all authors after the first author have their first names listed first.

U.S. Census Bureau. 2002. "Hispanics Growing Fast." Washington, DC: U.S. Department of Commerce. Retreived March 30, 2007. (http://www.census.gov/hispanic.html).

Williams, Genia. 1997. "The Lonely Way." *American Journal of Sociology* 42:37-64.

Zenia, Genco. 2007. Personal Interview. Conducted April 2, 2007.